

Standard V Program Re-approval Template
 Submit completed form to your liaison by June 1, 2009.

Institution: Northwest University

Date: May 28, 2009

Dean/Director: Gary C. Newbill, EdD

Signature: 

What are the major examples of evidence in your program for Standard 5.1: Knowledge of Subject Matter and Curriculum Goals? Please be as specific as possible in describing the evidence.

Criteria - <i>Teacher candidates positively impact student learning that is:</i>	Teacher-Based Evidence <i>Teacher demonstrates capacity to provide effective learning experiences.</i>	Student-Based Evidence <i>Students demonstrate engagement in effective learning opportunities.</i>
<p>A. Content driven. All students develop understanding and problem-solving expertise in the content area(s) using reading, written and oral communication, and technology.</p> <p>B. Aligned with curriculum standards and outcomes. All students know the learning targets and their progress towards meeting them.</p> <p>C. Integrated across content areas. All students learn subject matter content that integrates mathematical, scientific, and aesthetic reasoning.</p>	<p>Teacher candidates document activities, which demonstrate mastery of subject matter and knowledge of curriculum goals through: (1) study of the liberal arts, specific subjects, theories, and methods; (2) development of integrated units imbedding basic learning skills, reasoning, problem-solving, technology, and higher order thinking; (3) establishment of processes which ensure student voice on learning targets and assessment; and (4) focused attention on outcomes aligned with curriculum standards.</p>	<p>Facilitated by their teachers, students will: (1) record their involvement in planning learning targets and related assessments; (2) complete daily and unit assignments using basic learning skills; (3) demonstrate the ability to solve problems and integrate mathematical, scientific, and aesthetic reasoning through in-class activities and externally developed projects; and (4) record assessments and progress electronically and in print formats, including portfolios. Electronic portfolios will be required of all candidates, effective 09/2009.</p>

What are the major examples of evidence in your program for Standard 5.2: Knowledge of Teaching? Please be as specific as possible in describing the evidence.

Criteria - <i>Teacher candidates positively impact student learning that is:</i>	Teacher-Based Evidence <i>Teacher demonstrates capacity to provide effective learning experiences.</i>	Student-Based Evidence <i>Students demonstrate engagement in effective learning opportunities.</i>
<p>A. Informed by standards-based assessment. All students benefit from learning that is systematically analyzed using multiple formative, summative, and self-assessment strategies.</p> <p>B. Intentionally planned. All students benefit from standards-based planning that is personalized.</p> <p>C. Influenced by multiple instructional strategies. All students benefit from personalized instruction that addresses their ability levels and cultural and linguistic backgrounds.</p> <p>D. Informed by technology. All students benefit from instruction that utilizes effective technologies and is designed to create technologically proficient learners.</p>	<p>By electronic and print portfolio teacher candidates will record the development of pedagogical knowledge for classroom application. Demonstration of emerging and acquired capacity will include: (1) production of formative and summative assessments, both teacher and student performed; (2) individualized learning plans, which address learning standards student profiles: cultural context, abilities, and previous learning experiences; and (3) integrated use of technology, which enhances student learning.</p>	<p>Students will benefit from the applied pedagogical knowledge of their teachers, as shown in student portfolios: (1) sample learning plans on multiple topics, developed individually and in cooperation with the teacher; (2) examples of self-assessment leading to improved learning; (3) journal entries reflecting on plan development, standards-based learning activities, formative and summative teacher and student assessments, and planning for subsequent future learning opportunities.</p>

What are the major examples of evidence in your program for Standard 5.3: Knowledge of Learners and their Development in Social Contexts? Please be as specific as possible in describing the evidence.

What would be the major examples of evidence in your program for:

Criteria - <i>Evidence of teacher candidate practice reflect planning, instruction, and communication that is:</i>	Teacher-Based Evidence <i>Teacher demonstrates capacity to provide effective learning experiences.</i>	Student-Based Evidence <i>Students demonstrate engagement in effective learning opportunities.</i>
<p>A. Learner centered. All students engage in a variety of culturally responsive, developmentally, and age appropriate strategies.</p> <p>B. Classroom/school centered. Student learning is connected to communities within the classroom and the school, including knowledge and skills for working with others.</p> <p>C. Family/Neighborhood centered. Student learning is informed by collaboration with families and neighborhoods.</p> <p>D. Contextual community centered. All students are prepared to be responsible citizens for an environmentally sustainable, globally interconnected, and diverse society.</p>	<p>Integrated lesson and unit plans will demonstrate teacher knowledge of students and the cultures in which they live and learn; plans will evidence: (1) student focus and their participation in the development of learning goals and activities; (2) a sophisticated knowledge of the local community: the school, residential neighborhoods, families, and aspirations for children; (3) continual collaboration with families and neighborhoods on student learning goals; and (4) encouragement of responsible citizenship related to diversity, global interconnectedness, environmental sustainability, social justice, and civic duty.</p>	<p>Students will demonstrate knowledge, understanding, and appreciation of their own culture, the heritage of others, and the world through: (1) acquisition and application of interpersonal skills in classroom, school, and neighborhood settings; (2) learning activities which focus on key issues of the day: diversity, global interconnectedness, social justice, and environmental sustainability; and (3) learning activities which recognize and encourage the acceptance of civic duty within our democratic society, e.g., taking responsibility for persons in need and for oneself, registering to vote, serving on a jury, supporting members of the armed forces, and working with political leaders to promote the general welfare.</p>

What are the major examples of evidence in your program for Standard 5.4: Understanding of Teaching as a Profession? Please be as specific as possible in describing the evidence.

Criteria - <i>Teacher candidates positively impact student learning that is:</i>	Teacher-Based Evidence <i>Teacher demonstrates capacity to provide effective learning experiences.</i>
<p>A. Informed by professional responsibilities and policies. All students benefit from a collegial and professional school setting.</p> <p>B. Enhanced by a reflective, collaborative, professional growth-centered practice. All students benefit from the professional growth of their teachers.</p> <p>C. Informed by legal and ethical responsibilities. All students benefit from a safe and respectful learning environment.</p>	<p>By the end their preparation, teacher candidates will be able to document professional learning acquired through coursework, observation, classroom practice, and reflective seminars, designed not only for their own growth, but also for the benefit of the students they teach. They will illustrate this learning with examples of student benefit.</p>

1. In narrative format, describe how your program has changed to meet the requirements of Standard V in the following areas:

Course content. Adopting the new Standard V required two changes in course content: one in refinement and the other in substance. First, evidence-based assessment of student learning receives increased emphasis in the course on learning assessment and during field experiences: observations and student teaching. Second, knowledge and teaching strategies on environmental sustainability are introduced in the Foundations of Education course at the sophomore level and reinforced during methods courses in the senior year. During their one-year program, Master in Teaching (MIT) candidates experience a more intense infusion of concepts and skills needed to integrate environmental sustainability in their curriculum.

Field experiences. Meeting the requirements of Standard V required no changes in field experiences, which focus on showing a positive impact on student learning. A brief description of classroom-based practica will illustrate the breadth and depth of existing practices. Depending on program level: BA or MIT, and on certificate endorsement, student teaching occurs in two to three terms, including observation (20 hours), part-time practica (12 to 18 weeks), and full-day teaching (7 to 9 weeks). Candidates assume full responsibility for three consecutive weeks.

P-12 district/school partnerships. Northwest University has executed partnership and mentoring agreements with eleven (11) school districts and five (5) independent schools, in order to provide sites for practica: observation and student teaching, and locations for in-service presentations and clock-hour courses.

Faculty development. During the past two years, members of the Education Faculty followed Standard V development and implementation through participation a variety of training experiences in three principal venues.

- Washington Association of Colleges for Teacher Education conferences, during which the implementation of Standard V received specific attention (10/25/07, 4/23-25/08, 7/7-8/08, 10/28-30/08, 4/29-30/09)
- Office of the Superintendent of Public Instruction workshops and conferences:
Standard V implementation training (10/03/07, 03/11-12/08)
Annual Assessment Conference (04/16-17/09)
- School of Education Faculty meetings and small group discussions (8/16/07 through 04/21/09) on standards and implementation strategies, including, for example, the following topics:
 - Finding and encouraging student voice,
 - Documenting evidence of student learning,
 - Learning about environmental sustainability,
 - Weaving Standard V into candidate education and training,
 - Refining student teacher observation techniques,
 - Developing local procedures and forms, and
 - Designing evidence-based assessments and portfolios.

Resident and adjunct faculty members and the certification specialist will continue to receive training on the implementation of Standard V and on the revised, evidence-based pedagogy assessment instrument, when adopted by the Professional Educator Standards Board.

In areas where no changes were necessary, briefly indicate why. N/A

2. In no more than three pages, describe the *process* used to engage program personnel in reviewing, rethinking, and revising the program.

Program personnel involved in the development of curriculum and its implementation include all resident Education faculty members, the certification officer, adjunct instructors who teach methods and content area professors from the College of Arts

and Sciences: English, mathematics, music, science, physical education, history, and English language learning.

We began the process by reviewing program plans for fourteen elementary, secondary, and P-12 endorsements, to ensure that their purposes, learning strategies, and classroom practices aligned with certification standards and with the vision, mission, and goals of the University and the School of Education. This analysis also required us to confirm that the theories driving program elements conformed to research on teacher preparation.

The habit of reviewing, rethinking, and revising the teacher preparation program is imbedded within our culture. We not only respond to legislative and regulatory directives, but also initiate proposals for improvement within multiple settings, e.g., faculty meetings, admissions committees, student progress reviews, course and practica development committees, assessment discussions, and exit interviews with completers. When appropriate, those ideas receive further consideration by the PEAB and by university faculty committees, administrators, and the Board of Directors.

3. In no more than two pages, describe the key strategies by which candidates will develop capacity to analyze and respond to student-based evidence. Please attach three samples of assignments or assessments that represent those strategies.

Candidates develop capacity to analyze and respond to student-based evidence in two principal ways: (1) professional coursework in assessment, learning psychology, and subject area methods and (2) classroom application during part-time practica and full-day student teaching. A partial list of key strategies follows.

Partial List of Student-based Evidence Strategies
Imbedded in Teacher Preparation

Art production	Open house display
Book report	Oral questioning
Classroom discussion	Panel or group presentation
Concert performance review	Physical skill demonstration
Composition	Portfolio
Critical review of literature	Programmed learning w/assessment
Daily homework assignment	Quiz
Daily quiz	Reflective analysis
Dramatic performance	Research project
Examination: oral or written	Self-evaluation
Field trip report	Small group discussion
Group project or presentation	Spelling bee or test
Individual presentation	Solo musical performance
Integrated unit production	Term paper
Journaling	Theatrical production (non-acting)
Laboratory exercise	Unit test
Learning plan	Video taped presentation
Musical performance	Written reports

Please see Attachment A, which contains samples of assignments and/or assessments provided by teacher candidates to represent student-based evidence strategies.

4. In no more than two pages, describe areas of your revised program that will be a focus of continuing attention and development as you proceed with implementation.

The School of Education will focus on two areas in the revised program. First, integrating environmental sustainability will require continuing attention, as common definitions and degrees of emphasis emerge through state level workshops, regulatory interpretations, and experimentation among institutions preparing teachers. Second, developing ways to document student voice within a student-based evidence system will require continuing attention, especially among methods professors and field supervisors.

5. Please attach a letter from the PEAB chair that describes the PEAB's involvement in reviewing and revising the program.

Please see Attachment B for the Professional Education Advisory Board (PEAB) chair's letter on PEAB involvement.

Attachment A

Assignments and/or Assessments from Teacher Candidates
Representing Student-based Evidence Strategies

1. First grade language arts lesson, entitled "Detailed Disguises"

Instructional plan
Classroom and student characteristics
Sample of student self-assessments
Teacher assessments

2. Twelfth grade American Government: Economics

Instructional plan
Classroom and student characteristics
Assignments: "The Crisis of Credit" and "Budget your life!!!"

3. Kindergarten writing lesson, captioned "Safeco Field"

Instructional plan
Classroom and student characteristics
Student writing prompts
Completed student writing samples

Instructional Plan

Teacher Candidate: Janelle Jamison
Cooperating Teacher: Laura Kindelberger
School District: Everett
University Supervisor: Dr. Dramer
Unit/Subject: Writing
Lesson Title/Focus: Detailed Disguises

Date: 5/28/09
Grade: First
School: Garfield Elementary

Learning Targets:

- By the end of the lesson, students will be able to:
 - + ○ Compose at least three descriptive sentences about solving a problem
 - + ○ Use proper capitalization and punctuation & various adjectives
 - + ○ Produce the disguise created in their writing
- These learning targets meet the following state standards:
 - Writing EALR 3 "The student writes clearly and effectively."
 - GLE 3.1 "Develops ideas and organizes writing."
 - Component 3.1.1 "Analyzes ideas, selects topic, adds detail, and elaborates."
 - GLE 3.3 "Knows and applies writing conventions appropriate for the grade level."
 - Component 3.3.1 "Understands and applies spacing and directionality; writes legibly."
 - Component 3.3.2 "Spells phonetically using some conventional spelling."
 - Component 3.3.3 "Applies capitalization rules."
 - Component 3.3.4 "Applies punctuation rules."

Assessment Strategies:

- Formative Assessment
 - + ○ Thumbs up/down during story and brainstorming for writing
 - One-on-one remediation during individual work time- review writing lines, punctuation, clear writing, etc.
- Summative Assessment
 - Collect finished writing. Check for accuracy and detail. Correct following assessment rubric provided and add personal feedback. Return to students.
 - + ○ Students will complete a quick self-assessment after completing the assignment. This is a fast, effective way to get feedback from each student.

Grouping of Students for Instruction:

- Students will start on the Calendar floor. They sit in any spot within the area and are responsible for picking a spot where they will be able to focus and engage in the activity.

- For the individual work time, students will return to their desks in their table groups.

Learning Experiences:

- Review adjectives
 - + ○ Ask students to think to themselves what an adjective is- Allow time for individuals to recall the meaning mentally- Then ask students to share with a partner
 - re-teach — ○ Call on a few students to review the concept and give examples
 - ○ Remind students of the true meaning- Provide examples and non-examples
 - + ○ Inform students to be thinking of adjectives that would describe the characters, setting, plot, etc. as the book is read
- + Review behavior expectations
- Read the book *The Little Mouse, The Ripe Red Strawberry, and THE BIG HUNGRY BEAR*
 - + ○ Throughout the book- Pause and ask for students to think of an adjective to describe that part
 - Ask students to think to themselves what might happen next- Allow time for students to think to themselves- Then instruct students to share with a neighbor- Finally, call on a few individuals to share with the class
 - + ○ Ask students how else the mouse could disguise the strawberry
 - Prompt students to think of things that are red
 - Think to themselves- Then share with a neighbor
 - Draw sticks to hear from various students and keep all students accountable to thinking of and sharing an idea
- Explain assignment
 - + < ○ Show examples
 - < ○ Brainstorm ideas
- Guide students through the beginning of the writing activity
 - + ○ Model writing
 - ○ Remind students of writing standards and expectations
 - + ○ Allow students ample time to write a minimum of three sentences and create their disguised strawberry
 - + Allow students to share their disguised strawberries and give an explanation for their disguise

Instructional Materials, Resources, and Technology:

- *The Little Mouse, The Ripe Red Strawberry, and THE BIG HUNGRY BEAR*, Don and Audrey Wood
- Writing Page
- Strawberry Stencils (tag board)
- Construction Paper (red, green, & other colors)
- DocuCam
- Marker (for teacher to model writing)
- Pencils
- Coloring Crayons
- Glue
- Scissors

Instructional Plan Rational

Learning Targets:

- a. How do the learning targets relate to EALRs, state learning goals, district goals, school goals, or classroom goals?
 - o In the first grade, writing conventions and structure are a central focus. This lesson introduces the concept of adding detail in writing and brings a fun writing prompt through which students will be able to practice adding detail to create clear writing as well as implementing correct conventions and various adjectives.
- b. How do the learning targets relate to previous and future lessons (explain or provide a unit plan)?
 - o Currently, we are working on adding detail to our writing. Students are practicing writing correctly on the lines, beginning with punctuation, using proper punctuation, and sounding out words for best-guess spelling.
 - o As the year wraps up, we are looking more closely at student writing for specific details, complete sentences, appropriate punctuation, and accurate or almost accurate spelling.
- c. How do the learning targets incorporate a multicultural perspective?
 - o The learning targets seem basic, but with such a diverse class, the discussion and work will cover different vocabulary and traditions.
- d. Why are the learning targets appropriate for all students in the class (highlight any modifications for individual students)?
 - o While the class varies from below to above first grade level in ability, the learning targets hit at a level where everyone can reach with adequate support and those who want to accomplish more can easily add onto the targets. Those who are LEP and need more assistance may have their writing dictated and then copy the dictation. Those who are gifted/talented and desire to add more, they will be provided with the time to add more detail. By starting the writing with the script, those who are below grade level and find themselves overwhelmed by a blank page will find comfort and confidence in having their work started. This also helps those who are above grade level as the first chunk is complete and they can build upon it to give more detail.

Assessment Strategies:

- a. How does the strategy accommodate students at different developmental or achievement levels?
 - o Using a combination of formative and summative assessment, student comprehension will be checked throughout the lesson. One-on-one remediation will be key in helping each student be successful in this learning experience regardless of his/her ability level.
- b. How does the strategy respond to differences in students' cultural and linguistic backgrounds?

- + ○ Providing the opportunity for students to give personal feedback (thumbs up/down, self-assessment) will encourage them to be involved and engaged in the learning activities. This also makes the curriculum more personal and relevant to them.
- + ○ Using pictures on the self-assessment will help all students give accurate feedback regardless of linguistic background.
- + ○ Personal remediation will allow students who are struggling because of language barriers to have some helpful and applicable direction.

Learning Experiences:

- a. How have you demonstrated your understanding of students' cultural backgrounds, ethnicity, first language development, English acquisition, socioeconomic status (SES), and gender?
 - Taking the time to cover vocabulary, plot, cause/effect, and adjectives will help all students have the ability to be successful in completing the activities in this lesson.
 - + ○ Using visuals in the book and stencils for students to trace will enable all learners to create a recognizable strawberry.
 - Modeling writing and providing the first segment will assist all learners in starting accurate writing.
 - + ○ Allowing students to think of their own disguise will allow students to use their imagination and choose according to their interest not an assigned option.
- + b. How do the experiences accommodate the learning needs of students with disabilities of 504 students?
 - N/A
- + c. How do the experiences incorporate multicultural perspectives?
 - Students will have the opportunity to brainstorm and share disguises that would represent their cultures.
- d. How do the experiences stimulate student problem solving and critical thinking?
 - + ○ Students will be presented with the problem of having to disguise a strawberry to keep it from being eaten by the big bear. Students will have to describe, create, rationalize, and present their creations causing them to use their problem solving and critical thinking skills.
- e. How do the experiences create an inclusive and supportive learning community?
 - + ○ Students will brainstorm together about vocabulary, plot, and adjectives throughout the story. Then students will work together to think of various disguises. After the students complete the activity, they will have the opportunity to share their creations with each other and it will provide the students with the opportunity to give feedback to each other.
- f. Describe the research base or principles of effective practice that form the basis of the learning experiences.

- +
- Students have been practicing writing accurately on the lines, using proper grammar, and sounding words out for best-guess spelling. Therefore, practicing these skills will be review for the students. Every opportunity to practice these skills provides students with the repetition necessary to make the skills concrete.

Family Interactions:

+

The families know from conferences and regular contact that the students are working on adding detail to work and using proper grammar. To keep parents up to date with writing in the classroom, parents will be informed of the focus on adjectives in the weekly letter home. In addition, touching base with the parents and encouraging them about their child's specific work will prove to help keep parents interested, involved, and invested in their child's learning. Sending home the student work and the rubric outlining the specific expectations of this lesson and how their child did/did not meet the expectations will also help keep families informed and equipped to help their child succeed.

Janelle- this is an excellent lesson plan that clearly identifies the targets as well as effective & relevant teacher and student activity.

Classroom and Student Characteristics

Th

Teacher Candidate: Janelle Jamison

Date: 5/28/09

Cooperating Teacher: Laura Kindelberger School/District: Garfield Elem./Everett

Grade: First

Supervisor: Dr. Dramer

Lesson Title: Detailed Disguises

1. Classroom rules and routines that affect the lesson:

The school rule is to not interfere with learning, safety, or well-being. This rule lays the foundation for the expectations during this lesson. Students know the routine of coming into the classroom, taking responsibility for their points, according to the school's Make Your Day program, and then getting involved in the current activity. Students sit in table groups and may earn points for their group throughout the day through participation, being on-task, and being first to accomplish a given direction.

2. Physical arrangement and grouping patterns that affect the lesson:

Students sit in desks arranged in small groups. This lesson will begin on the "Calendar Floor" or the floor area in the far corner of the room. Students know to choose a spot where they can focus and not be a distraction to others. During the writing portion of the lesson, students will work at their desks.

3. Total number of students: 19 Females: 11 Males: 8 Age Range: 6-7 yrs.

4. Describe the range of abilities in the classroom:

My classroom has a range from below to above grade level students. The lowest achievers tend to struggle due to language discrepancies; therefore, visuals and specific terminology are vital to the success of every lesson. The highest achievers are capable of third grade work in some subjects. In writing lessons, the higher achievers are encouraged to add more details to their work and are provided with additional paper if they choose to continue writing.

5. Describe the range of socio-economic backgrounds of the students:

The students in this class come from homes that range in from low-middle class SES. Most of the students are on free or reduced lunches.

6. Describe the racial/ethnic composition of the classroom and what is done to make the teaching and learning culturally responsive:

This class represents a variety of cultures including various American cultures, Russian, multiple Spanish-speaking cultures (the majority from Mexico), and Vietnamese. The students love using the different languages

represented on a regular basis as well as using terms or customs from the cultures as examples in lessons to help broaden the class learning.

7. How many students are limited English proficient (LEP)?

Six students are considered LEP.

8. Describe the range of native languages and what, if any, modifications are made for LEP students:

The native languages represented in my classroom are Russian, Spanish, and Vietnamese. These students are pulled out a couple of times throughout the week to receive additional language instruction. In the main classroom, visuals are used often to help students make the connection between a visual and an oral and/or written concept in English. Also discussing the meaning of words rather than assuming all students understand proves to be an effective way to engage and improve the student comprehension, especially for LEP students. For some LEP students, dictating what they verbalize and then allowing them to copy the dictation proves to be the most effective way to approach writing in English. For others, they just need a little more time to complete written work. All of these modifications are made in an effort to improve the learning of LEP students.

9. How many special education and gifted/talented students are in the class and what accommodations, if any, are made for them?

Two special education students are mainstreamed into the class for final hour of the day. Since they do not come until the late afternoon, they will not be in the classroom for this lesson. There are four students who are gifted/talented. These students are challenged to include more details in their writing. They are pulled out three times a week for higher level reading in the library and attend the high-level reading group on a daily basis. If students finish the assigned task with time to spare, they are to continue learning in a non-distractive manner (e.g., independent reading, math club, writing in personal journals, etc.).

10. How many 504 students are there? None What accommodations are made for these students? N/A

11. Are there additional considerations about the classroom/students for which you need to adapt your teaching (e.g., religious beliefs, family situation, sexual orientation)?

There are multiple family situations represented which require daily sensitivity and alertness. These situations do not alter the content of curriculum, but they do play a role in individual's needs for space, empathy, and consistency.

Detailed Disguises: Writing Assessment

Student Name: Ricardo

Score: 3

	1	2	3
Writing	Student writes 1-2 sentences. Uses 1-2 adjectives.	Student writes 3 sentences and uses various adjectives.	Student writes more than 3 sentences. Integrates multiple adjectives.
Art	Student creates a strawberry.	Student produces a disguised strawberry.	Student creates a detailed strawberry in disguise.
Effort/ Participation	Student participates minimally in lesson. Shows some effort.	Student participates throughout the lesson. Shows consistent effort.	Student participates positively throughout the lesson. Shows great effort.

Name: Ricard

1. This is how I feel about the book we read:



2. This is how I feel about my writing:



3. This is how I feel about my art:



Detailed Disguises: Writing Assessment

Student Name: Alejandra

Score: 3

	1	2	3
Writing	Student writes 1-2 sentences. Uses 1-2 adjectives.	Student writes 3 sentences and uses various adjectives.	Student writes more than 3 sentences. Integrates multiple adjectives.
Art	Student creates a strawberry.	Student produces a disguised strawberry.	Student creates a detailed strawberry in disguise.
Effort/ Participation	Student participates minimally in lesson. Shows some effort.	Student participates throughout the lesson. Shows consistent effort.	Student participates positively throughout the lesson. Shows great effort.

Name: Alejandra

1. This is how I feel about the book we read:



2. This is how I feel about my writing:



3. This is how I feel about my art:



Instructional Plan

Teacher Candidate: Lindsay Roger

Date: May 20, 2009

Cooperating Teacher: George Crowder

Grade: 12

School District: Lake Washington

School: LW High School

University Supervisor: Lucinda Garrett

Unit/Subject: American Government: Economics

Lesson Title/Focus: Current economic situation/ crisis

Learning Targets: Students will learn about the current economic situation in the United States and what led up to it including- but not limited to- topics such as mortgages, credit, collateralized debt obligations, Wall Street, mortgage backed securities and investments.

EALRs GLEs and Objectives

EALR: 2. ECONOMICS The student applies understanding of economic concepts and systems to analyze decision-making and the interactions between individuals, households, businesses, governments, and societies.

GLE: 2.2.1 Understands and analyzes how planned and market economies have shaped the production, distribution, and consumption of goods, services, and resources around the world in the past or present.

Objective: Students will learn about the current economic situation in the United States and what led up to it including- but not limited to- topics such as mortgages, credit, collateralized debt obligations, Wall Street, mortgage backed securities and investments.

Assessment Strategies

See attached worksheet

Grouping of Students for Instruction:

There was no grouping, individual work by the students and class discussion.

Learning Experiences

Video worksheet and class discussion. See attached lesson plan.

Instructional Materials, Resources, And Technology

Please see attached worksheet and lesson plan in notebook. Video available at CrisisofCreditVisualized.com

For VAK's and Special Needs please see attached lesson plan.

Lindsay Roger
Observation Lesson Plan
Senior American Government: Economics

Objective: Students will learn about the current economy and events that lead up to it through direct instruction, discussion, and video.

Class Set Up: Individual and Class Discussion.

Instructional Plan:

1. Teacher will welcome students and review the video from yesterday's class to ensure comprehension.
2. Teacher will expand on economic topics such as:
 - Prime mortgage
 - Sub-prime mortgage
 - Collateralized Debt Obligations
 - Credit Cards
3. Students will watch video visually explaining how the current economic situation happened called, *The Crisis of Credit Visualized*. Students will answer questions on worksheet that corresponds with the video.
4. Teacher will discuss with class the video and go over worksheet questions, while asking and answering questions of the students. Students are allowed to supplement their own worksheet answers while discussion is taking place, due to the complicated nature of economics.
5. **Closure:** Teacher introduce and explain tomorrow's in class assignment so that students can start thinking about it and planning for it.

Assessments:

- Formative: Teacher will ask questions of the students regarding the video.
- Summative: Students will turn in worksheet with questions/ answers on it. Graded on completeness.
- Self Assessment: Students will go over worksheet answers during class discussion

VAK's:

- Visual: Students will watch videos explaining economic situation.
- Auditory: Teacher will verbally discuss and ask/answer questions with the class.
- Kinesthetic: Students will write answers to questions while watching the video, then supplement those answers through discussion.

Accommodations:

- Low achieving: Internet links to videos will be given out ahead of time so that students may preview them for better understanding.
- ADHD: Discussion will allow students to talk and actively participate. Changing activities helps them to stay focused.
- High achieving: Class discussion allows students to share previous knowledge with classmates and ask harder questions they are interested about.

CU: Teacher will be discussing with class the entire period to be able to ask them questions and provide examples to further understanding.

CLASSROOM AND STUDENT CHARACTERISTICS

Teacher Candidate Wendy Rogers Date 5/22/09
 Cooperating Teacher George Brundage School/District LUSD
 Grade 12 Supervisor Livanda Garrett
 Lesson Title Economic Times

1. Classroom rules and routines that affect the lesson: none - students sit in their desks
 2. Physical arrangement and grouping patterns that affect the lesson none
 3. Total number of students 31 Females 13 Males 18 Age range 17/18
 4. Describe the range of abilities in the classroom: very low (limited english, low learning levels) to pretty high (not honors capable)
 5. Describe the range of socio-economic backgrounds of the students: diverse, very low (recent immigrants) to affluent background.
 6. Describe the racial/ethnic composition of the classroom and what is done to make the teaching and learning culturally responsive: very diverse, much of class is based on discussion to invite students to share culture
 7. How many students are limited English proficient (LEP)? 3
 8. Describe the range of native languages and what, if any, modifications are made for LEP students: Spanish, Russian, Chinese - no modifications per students' desires - (only in limited cases like class presentations)
 9. How many special education and gifted/talented students are in the class and what accommodations if any, are made for them?
- | Special Education Category | Number of Students | Accommodations/Pertinent IEP Objectives |
|----------------------------|--------------------|---|
| <u>IEP Low Learning</u> | <u>2</u> | <u>extra time on assignments tests</u> |
| <u>IEP ELL</u> | <u>2</u> | <u>None - per student</u> |
10. How many 504 students are there? 0 What accommodations are made for these students?
 11. Are there additional considerations about the classroom/students for which you need to adapt your teaching (e.g., religious beliefs, family situations, sexual orientation)? 1 homosexual who is willing to share beliefs with class.

Name: _____ Period: _____

The Crisis of Credit

Who is affected? _____!

What two groups of people does this bring together?

_____	and	_____
represent		represent
_____		_____
represents		represents
_____		_____

Where did investors traditionally go to get good investments?

What did Alan Greenspan lower the federal interest rate to? _____

What is Leverage? _____

Who was taking advantage of leverage to grow rich? _____

Who do you get a mortgage from? _____, who gets it
from a _____

Lender sells mortgages to investment bankers, who receives the
_____ every month.

How does the investment banker afford to buy more mortgages?

What is a CDO? _____

Where does this money come from? _____

Because houses always _____ in value, lenders can add RISK!

What did many brokers do to get more mortgages?

Responsible, qualified borrowers = _____ mortgages

Less responsible, not qualified borrowers = _____ mortgages

TURNING POINT!!!!

Why was no one worried?? _____

And because house values always _____, right?!?!?

When homeowners default on their mortgages, the banks get
_____ instead of monthly payments

BUT if too many people default, and too many houses are for sale.....

1. _____

2. _____

Now, the investment banker owns what? _____

Does he really actually OWN them? Why? _____

What can these bankers do with their "investments"? _____

What has happened to everyone's investments? _____

Name: _____

Period: _____

Budget your life!!!

For this assignment, you are to consider your future life and how you are going to pay your bills. Everything must be accurate! (That is, utilities will not cost only \$20). You will base prices off of whatever city you plan on living in- this will affect prices! Your job must be realistic for your first year out of high school or college. You may add additional costs, though if you choose not to address one of the items, you need to justify why. Use websites to get estimates and accurate quotes (do NOT give them your real information).

BILLS

- Job:
 - Salary per month:
- City:
- Rent/ mortgage:
 - Where:
 - How big/ roommates?:
 - Price:
- Utilities
 - Electric:
 - Gas:
 - Water/sewer:
 - Garbage:
- Cable TV:
- Internet:
- House phone:
- Cell phone:
- Health insurance:

- Car
 - Car payment:
 - Car insurance:
 - Gas:

COSTS:

- Toiletries:
- Household items:
- Groceries:

FINANCIAL ASPECTS

- Savings:
- Retirement account:
- Credit card bills:

ADDITIONAL

- Dining out:
- Entertainment (movies, sports, concerts):
- Vacations fund:
- Netflix:
- Hobby _____:
- Gym membership:
- _____:
- _____:
- _____:
- _____:

Instructional Plan

Teacher Candidate: Katie Medina

Date: June 2, 2009

Cooperating Teacher: Susan Worthen

Grade: Kindergarten

School District: Lake Washington School District

School: Mark Twain Elementary

University Supervisor: Thom Dramer

Unit/Subject: Language Arts-Writing

Lesson Title/Focus: "Safeco Field" Writing

Learning Targets: After touring Safeco Field, they will brainstorm main ideas of what Safeco field is like. They will be able to come up with describing words to write about. They will expand on their topic using 3 or more sentences with describing words. They will learn to write for a variety of purposes, and audiences (2.2). They will develop ideas and organize their writing (3.1) and apply writing conventions appropriate for their grade level (3.3). The learning targets for this lesson are directly related to the Kindergarten EALRs. The students have previously been taught about writing, and writing conventions. This writing lesson is appropriate for all multicultural and religious students. Those who are highly gifted may write more, or more complicated sentences. Those who are lower achieving will be asked to follow the minimum standards.

Assessment Strategies: During the brainstorming part of my lesson, students will be asked to recall information about Safeco Field. I will assess them by listening to their ideas, and what they remember. Before they go to their seats to write I will ask them to choose one topic to write about, and to describe that topic to me. When they are finished writing, I will look to make sure

that the students stayed on topic, used more than three sentences, used appropriate writing convention.

Grouping Students for Instruction: The students will sit in a circle for brainstorming. They will sit independently at their seats for their writing.

Lesson Experience:

Introduction: Teacher will ask students to talk about their experience to Safeco Field. Teacher will then ask students to share with a neighbor about their experience. When a child gives an answer, the teacher will then ask a question regarding the description of their topic. The students will brainstorm and the teacher will do the web model on the Activeboard. Students will be asked to think of words to describe their nouns. They are encouraged to write about what is important to them regardless of religion and ethnicity. This lesson encourages them to think about the community around them.

Learning Activities: They will then sit at their desks and write at least three sentences. They will learn to expand on their sentences and to use describing words. They will be asked to work quietly. They will stay on topic, and use all the appropriate writing conventions.

Instructional Materials: Activeboard, pencils, crayons, and Safeco Field paper.

Classroom and Student Characteristics

Teacher Candidate: Katie Medina

Date: May 26, 2009

Cooperating Teacher: Susan Worthen

School/District: Mark Twain Elementary/LWSD


Grade: Kindergarten

Supervisor: Thom Dramer

Lesson Title: Weekend Writing


1. Classroom rules and routines that affect the lesson: Students know that they should be an active listener when the teacher or other students are talking.
2. Physical arrangement and grouping patterns that affect the lesson: Students will be sitting in a circle as a group. After we are done brainstorming, they will be directed to sit at their desks.
3. Total number of students: 20 Females: 8 Males: 12 Age range: 5-6
4. Describe the range of abilities in the classroom: There are a wide variety of abilities starting with lower achieving to higher achieving. The majority of the students know how to read, write, and use basic arithmetic.
5. Describe the range of socio-economic backgrounds of the students: The majority of the students come from a very high socio-economic background. There are two students who are on free/reduced lunch.
6. Describe the racial/ ethnic composition of the classroom and what is done to make the teaching and learning culturally responsive: We have a highly ethnic composition in our classroom. We try to be respectful of all the various ethnicities and religious beliefs in our classroom. We encourage students/parents of students to talk about their culture.
7. How many students are limited English proficient (LEP): 0
8. Describe the range of native languages and what, if any, modifications are made for LEP students: We have five students who are proficient in languages other than English. We make sure that they have support from ELL if needed, but so far there have been very small instances in which they needed more support.

9. How many special education and gifted/talented students are in the class and what accommodations, if any, are made for them? We have 2 students who are on IEP's. One of the students needs constant supervision. He attends the resource room once a day to receive extra attention for finishing his homework. The other student is also on an IEP, and needs help with his work in the classroom. We have two students who are gifted, and they need modification for their work.
10. How many 504 students are there? None, yet. Since they are in Kindergarten they have not been placed on one yet.
11. Are there additional considerations about the classroom/students for which you need to adapt your teaching?: There are various religious beliefs in my classroom. One of the students does not have a mother, so we make sure to be sensitive to that issue.

I'm  _____


Seattle Mariners/Safeco Field



I'm  n v p l r o

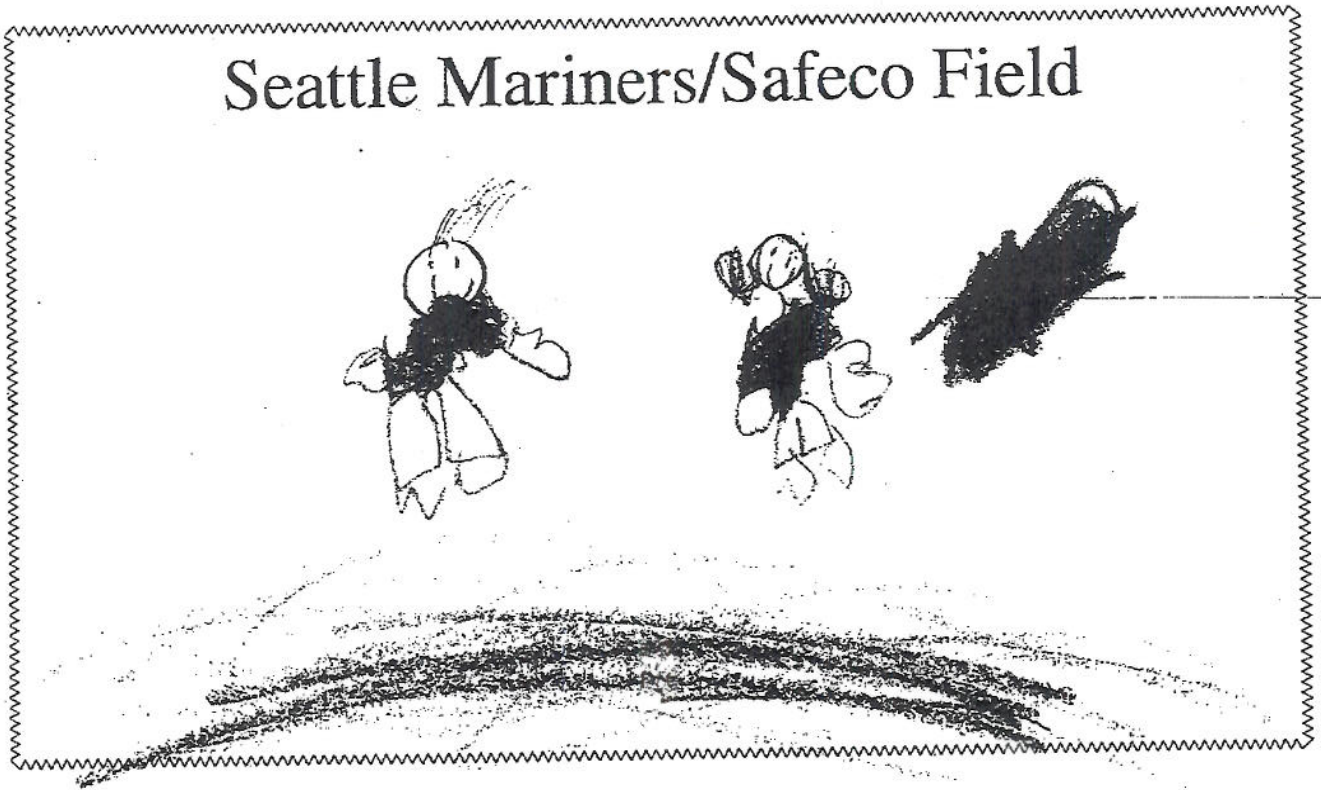
Seattle Mariners/Safeco Field



 e had l was
at the end
of the field
Trip to

I'm Rachel

Seattle Mariners/Safeco Field



The green field and
brown field we
we went to the

Safeco Field

My dad help

Attachment B

Northwest University
Professional Education Advisory Board

May 28, 2009

Jennifer Wallace, Executive Director
Professional Educator Standards Board
Old Capitol Building, Room 249
600 Washington Street SE
Olympia, WA 98501

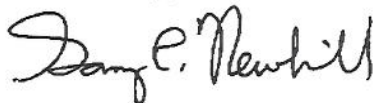
Re: PEAB involvement

Dear Ms. Wallace:

The Northwest University Professional Education Advisory Board (PEAB) meets five to six times per year to provide guidance and recommendations on the teacher preparation program: enrollment trends, recruitment, faculty performance, human and financial resources, curriculum design, completion data, relations with partner school systems, field placements, assessments, effectiveness, and revisions initiated by the PEAB and the Education Faculty.

Our PEAB has advised Northwest University and its School of Education at each step of the process toward compliance with the new Standard V, including program revisions and reviews of the re-approval request (January 22, 2009) and the final proposal (June 4, 2009), submitted to the Professional Educator Standards Board.

Sincerely,



Gary C. Newbill
Chair

gary.newbill@northwestu.edu
425-889-5272 (Office)
425-391-9724 (Residence)